

IBDP HANDBOOK



The Kilmore
International
School



Prepared for Year 11 students in 2020 (IB session November 2021)

Welcome to the IBDP,

The Kilmore International School (TKIS) is an IB World School (IBWS) that takes great pride in delivering the International Baccalaureate Diploma Programme (IBDP) at years 11 and 12. We are authorized by the IB Organisation to deliver this international education programme, and you can trust that the school understands, facilitates and promotes the IB principles and philosophies of education. These principles seek to “develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”. They are most easily represented by the IB Learner Profile, a list of qualities that encapsulates the essence of what a true IB student is and the young people we are sending into the global arena. Understanding our aims is a key to success for students and their families.

Staff at TKIS are trained in their subject areas to deliver the IB subject courses. Many of them are examiners in these subjects and work collaboratively to excel in their fields. This translates into a commitment to developing the knowledge and skills of their students. We all aim for success for each student, to help them reach for their personal academic goals at TKIS and for their future goals in the following years. To this end, we approach the IB with a focus on Academic Care, a concept that takes into account the personal needs of students as well as their academic needs.

Academic Care is given inside and outside of the classroom. It is represented in the Homeroom programme, the informal conversations during recess and lunchtime, and the focused tutorials after school. In this way, students are always learning and always growing.

This handbook includes information that all year IBDP students and their parents must know. It contains specific details about assessments and academic requirements.

All relevant and required documents are located on the TKIS website. I encourage you to discuss and plan together, and to ask questions during these important years, to help TKIS establish the partnership needed for your child’s future path. We model the IB Learner Profile by being communicators and by becoming knowledgeable, by reflecting on choices and making principled decisions. We are all on the same journey and each of us has a key role to play in the success of our young adults.

Ms Deanna Krilis

IBDP Coordinator

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

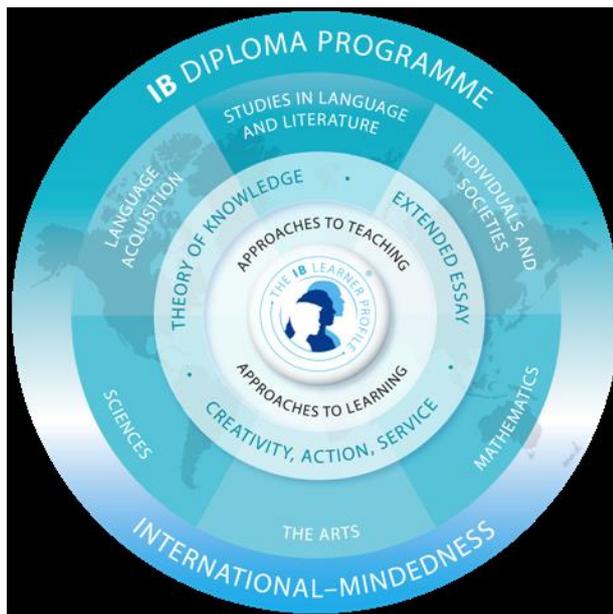
The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB Diploma Program

The curriculum is modelled by a circle with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)

Normally, three of the six subjects are studied at higher level (courses representing 240 teaching hours). The remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Core Requirements

1. Extended essay (EE)
2. Theory of Knowledge (TOK) –this course represents 100 hours of teaching
3. Creativity, Action and Service (CAS)

Assessment

- Each subject is graded on a scale of **1 (minimum)** to **7 (maximum)**
- Three additional points can be gained from a student's performance in the Extended Essay and Theory of Knowledge.
- All subjects have an internal assessment component; with final examinations in most subjects (Visual Arts has different examination procedures).
- The CAS requirement must be satisfactorily completed.

THE IB DIPLOMA AWARD

Successful IB Diploma candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay. These results are usually released by the IB through IBIS at the beginning of January after the November examination session.

A bilingual diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

The following cannot contribute to the award of a bilingual diploma:

- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma.

The Award of the IB Diploma

The award of the Diploma requires a **minimum total of 24 points** (with a **maximum of 45 points** possible), and:

- The satisfactory completion of the Extended Essay (EE), TOK and CAS.
- The completion of one subject from each of the six groups with at least three, and not more than four, of the subjects at Higher Level and the others at Standard Level.

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

The IB Diploma will be awarded to a candidate who total score is 24 points, provided all the following requirements have been met.

1. CAS requirements have been met.
2. Candidate's points total or are greater than 24.
3. An N has not been given for theory of knowledge, extended essay or for a contributing subject. [This would occur if academic misconduct is detected].
4. A grade E has not been awarded for one or both of theory of knowledge and the extended essay.
5. There is a no grade 1 awarded in a subject/level.
6. Grade 2 has not been awarded three or more times (HL or SL).
7. Grade 3 or below has not been awarded four or more times (HL or SL).
8. Candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Diploma Matrix

The following matrix shows how the bonus points are allocated, from the TOK and EE marks. These points are in addition to the conditions above.

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Therefore, A + E combination results in zero points and a failing condition.

Extended Essay (EE)



The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity – resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview – vice voce – with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion.

At TKIS, students and EE supervisors collaborate through ManageBac to record data, research, analysis and reflections regarding the EE process. These records allow supervisors to evaluate and guide student work on this crucial Core task. The reflections then form part of the formal assessment by external IB Examiners. The essay is begun in Term 3 of Year 11 and completed at the end of Term 2 of Year 12, following a carefully-planned timeline to support the completion of each stage in development.



Theory of Knowledge (TOK)

Theory of knowledge aims to develop each student's ability to think critically about the world around them and to ask questions about information and its sources. It encourages students to reflect on how knowledge in various disciplines is constructed, developed, tested, supported and challenged. We examine the strengths and weaknesses of knowledge claims in specific disciplines and what distinguishes, for example, scientific discovery from ethical understanding.

This is achieved through:

- Analysis of different ways of knowing, such as Reasoning; Sense perception; Language; Emotion; Faith
- Comparisons between the scope, underlying assumptions and methodologies of a range of knowledge areas - Natural sciences; Human science; History; Ethic; Religious knowledge systems; Mathematics; The arts

Along the way, we distinguish between personal and shared knowledge and look at the impact of concepts such as culture, evidence, authority and technology on what and how we know. Students are expected to apply these analytical skills to real life situations both within the school environment and in the wider world.

The TOK course is assessed through an oral presentation and a 1600 word essay. This presentation is made at the end of year 11 and assesses the ability of the student to apply TOK thinking to a real-life situation. The essay, submitted at the start of Term 3, takes a more conceptual starting point.

Academic Honesty (<http://www.kilmore.vic.edu.au/wp-content/uploads/2017/05/Academic-honesty-in-the-Diploma-Programme-pamphlet.pdf> and <http://www.kilmore.vic.edu.au/wp-content/uploads/2018/04/SUPPORTING-ACADEMIC-HONESTY-AT-TKIS.pdf>)



The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

The IB organisation defines **academic misconduct** as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

These are both breaches to IB regulations and the **penalties are severe**, including a fail in the specific assessment component and no award of the IB Diploma.

Creativity, action, service (CAS)

Creativity, action, service is at the heart of the Diploma programme, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Programme. The component's three strands, often interwoven with particular activities, are characterised as follows:

- **Creativity** – arts and other experiences that involve creative thinking
- **Action** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student.

Creativity, action, service (CAS) encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. Creativity, action, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Programme. It should be both challenging and enjoyable – a personal journey of self-discovery that recognises each student's individual starting point.

Activities should provide:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning.

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realised through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during the programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the following seven learning outcomes:

1. Identify own strengths and develop areas for personal growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to, and perseverance in, CAS experiences
5. Demonstrate the skills, and recognise the benefits, of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions.

At TKIS, students enter CAS details on the ManageBac system, which is a central data base managed by students and monitored by teachers as CAS supervisors. Students reflect on their CAS programme regularly and these reflections allow teachers and supervisors to evaluate the quality of their experiences. All this, is in the aim of meeting the seven outcomes.



ManageBac

TKIS uses the ManageBac web-based organisational system to support the requirements of the Core (CAS, EE and TOK). Students are registered by the CAS and IBDP coordinators at the beginning of year 11 and are instructed explicitly during the Homeroom programme on how to engage with this system. Regular sessions are scheduled for students to complete their entries and reflections.

The system facilitates the following:

- recording of all CAS experiences and required reflections, evidence and supervisor approval
- support for all students in the development and completion of their Extended Essay. This includes storage of all drafts, ideas, evidence and sources accessed in the research process. It also includes the final reflection (viva voce) and supervisor's comments that are uploaded to the IB Internal System for assessment
- a TOK space that allows students to communicate with teachers and peers as they develop their knowledge and ideas for the assessments tasks
- space in all three areas for online communication that is not dependent on the school server. This communication is vital to the process of feedback and consultation
- a calendar that lists upcoming deadlines for all stages of the Core tasks
- a 'Files' section that contains subject guides and important information for students to access and refer to.

ManageBac operates with the student's chosen email address which allows International students to access it during term breaks.

IB General Regulations

This document can be found in its entirety on the TKIS website at <http://www.kilmore.vic.edu.au/wp-content/uploads/2018/06/General-Regulations-Diploma-Programme-September-2016.pdf>. **It is a requirement that all students and parents undertaking the IBDP have read and understand these regulations.**

The General Regulations document covers all matter relating to:

- external programming
- school-based programming
- registration of candidates
- collection of data by both the school and the IB for various purposes
- matters of consent
- qualifying for the IB
- recognition of the diploma
- issues of copyright
- Core requirements (Extended Essay, TOK, CAS)
- Qualifying for a bilingual diploma
- Failing conditions of the IBDP
- Learning inclusions and adverse circumstances
- Responses to Academic Misconduct
- Appeals process
- Representation in the IBDP.

Examinations and Assessments in the IBDP

While students in Year 10 complete examinations at the end of each semester, these examinations become more strongly aligned with IBDP final examinations in format and content. IB teachers use past papers in years 11 and 12 to both support skill development and to assess progress and preparedness in the lead up to final examinations.

It is important to understand that some language subjects are examined in May not November. For this reason, Year 10 students actually commence their IBDP in this year. The benefit of commencing early and completing a subject in the May session is the time given to other subjects between May and November in year 12.

The IB sets the final examination schedule and TKIS emulates this as closely as possible in Year 12 Mock exams, giving students a chance to structure their study time and wellbeing around the demands of the schedule. All subjects have more than one paper, at different times. These assess different areas of subject content and/or skill.

Assessments in the IBDP are referred to as classwork, Internal Assessment (IA) or External Assessment (EA). Classwork is assessed by subject teachers for school reports; IAs and EAs are developed for IB grades and are either moderated externally or assessed by external examiners entirely. We develop and publish a timeline of deadlines mostly relevant to year 12 students that lists both the school's internal deadlines and the IB's fixed external deadlines. The school dates are often altered upon reflection to meet the needs of the cohort.

IBO descriptors for the levels:	The IB grades for Theory of Knowledge and the Extended Essay:
7 = Excellent performance	Grade A – Excellent performance
6 = Very good performance	Grade B – Good performance
5 = Good performance	Grade C – Satisfactory performance
4 = Satisfactory performance	Grade D – Mediocre performance
3 = Mediocre performance	Grade E – Elementary performance
2 = Poor performance	
1 = Very poor performance	

Promotions Policy

Students are subject to school-determined conditions for progression to the next year level. Promotion to the next year level at the end of year is not automatic. It is conditional upon a satisfactory conduct record and satisfactory academic progress.

Providing there is a satisfactory conduct record, students will be promoted to the next year level at year's end if they meet the following conditions:

1. All Approaches to Learning grades are "S", "G" or "E" none are "N".
2. Final examination results are satisfactory (see report comments).
3. GRADES: There is a no grade 1 awarded in a subject/level.
Grade 2 has not been awarded three or more times
4. An average grade of at least 4 in core subjects (excludes PE and Drama)

The student's report must indicate motivation and respect in the classroom and consistent completion of work tasks across subjects.

For students in IB I (Year 11) the following additional requirements must be met:

5. CAS – at least 80 hours completed
6. Internal Assessment requirements met in all subjects
7. The Semester 2 report shows a total of at least 24 points, excluding TOK
8. A grade of D or better for TOK
9. Has completed the Group 4 Project

Academic Care (Homeroom support)

The Homeroom is a protected time at the start of each day during which teachers and students can share the news of the day, address organisational matters, develop academic relationships and foster mutual trust. In particular, each Friday morning is an extended session that facilitates the opportunities for greater attention to important issues in both the school and the life of the students. In years 11 and 12, the Homeroom programme addresses issues relevant to the IBDP as well as organisational support. Friday extended homeroom is an especially suitable time for students to be informed as a cohort about matter such as:

- IB General Regulations
- Academic Honesty
- CAS
- Extended Essay updates
- Examination procedures and regulations
- TOK assessment requirements
- Careers and VTAC requirements
- Scholarship applications

IBDP Homeroom teachers are experienced teachers of year 11 and 12. They understand the demands of the IBDP and are well-suited to supporting students in their time-management and academic resilience. While year 11 students still require social-emotional development time during Homeroom, this time is most effective for year 12 students in their completion of key tasks, of CAS/EE reflections and of scholarship and tertiary applications to meet external deadlines. The Homeroom teachers also take an active role in assisting the Wellbeing Leaders monitor progress via the reporting process, advising students to attend targeted tutorials and helping them to develop action plans that address their academic needs.

A sample Homeroom schedule for Semester 1, years 11 and 12:

		Week	Dates	Holidays	School Events	Extended Homeroom
1	Identity & Resilience	1	3/2 - 7/2		7/2 Sovereign Hill	(First Assembly) - Administrative tasks (e.g. locker, diary, stationery), YMHFA refresher, Key dates, Intro to IB & CAS, Expectations, Angel Mortal Programme Signup FRIDAY - Sovereign Hill Excursion
		2	10/2 - 14/2		11/2 Art Students to St Kilda	Handbook and IB Learner Profile, Personal Motto
		3	17/2 - 21/2		19/2 Commencement Ceremony	Personal Motto + Letter to Self
		4	24/2 - 28/2		24/2 (Afterschool) DAV Debating	CAS Introduction & Managebac
		5	2/3 - 6/3		2/3 Division Swimming	Timing for University applications, early applications and importance of Predicted Grades
		6	9/3 - 13/3	9/3 Labour Day	11/3 TKIS International Day 13/3 Round Robin #1	IB Regulations + Academic Honesty
		7	16/3 - 20/3		17/3 Region Swimming 19/3 House Music	Camp Briefing
		8	23/3 - 27/3		27/3 House Athletics	House Athletics
		9	30/3 - 3/4		Kangaroobie Camp	
2	Relationships & Empathy	1	13/4 - 17/4	13/4 Easter Monday	14/4 Term 2 Begins	CAS Reflection Writing for Camp
		2	20/4 - 24/4	25/4 ANZAC Day	23/4 House Music	Student Teacher Interviews / Students work on study planners
		3	27/4 - 1/5			Student Teacher Interviews / Students work on study planners
		4	4/5 - 8/5		6/5 Parent Teacher Interviews 8/5 School Socials	Managing Self Leading Others Questionnaire Self Assessment
		5	11/5 - 15/5			Managing Self Leading Others Questionnaire Peer Assessment
		6	18/5 - 22/5		20/5 Youth Alliance School Tour - Preston Centuolo Motivational Speaker 22/5 Regional Careers Expo @ Assumption College	Follow up on Motivational Speaker session + Briefing on Careers Expo
		7	25/5 - 29/5		27/5 IB Music Recital 28/5 Round Robin #2	CV Writing and Job Applications - "Recording myself"
		8	1/6 - 5/6			Exam Focus - IB Exam Rules and Regulations
		9	8/6 - 12/6	8/6 Queens Birthday		Exams Begin
		10	15/6 - 19/6			Exam Week

Key dates Semester 1, 2020 *(academic planners are subject to change according to school planning)*

2020 Planning Calendar

								Academic/School/Sports events	IBDP deadlines (FIXED)	
Wk	Mth	M	T	W	T	F	S	S	TKIS School Terms for 2020 Term 1: 3 February - 3 April Term 2: 14 April - 19 June Term 3: 21 July - 18 September Term 4: 5 October - 11 December	These dates are not movable. They are set by the IBO and we must work to focus student attention on the demands of each date/deadline. The red blockout periods are suggested times when year 12 students should be devoting their efforts to preparing for upcoming final assessments.
	Jan-20			1	2	3	4	5		
		6	7	8	9	10	11	12		
		13	14	15	16	17	18	19		
		20	21	22	23	24	25	26	25/01 Lunar New Year of the Rat; 26/01 Australia Day	
1	Feb-20	27	28	29	30	31	1	2	27/01 Australia Day in lieu, 30-31/01 Staff PD, 02/02 Orientation Day	
2		3	4	5	6	7	8	9	03/02 First Day of Term 1	
3		10	11	12	13	14	15	16		
4		17	18	19	20	21	22	23	19/02 Prizegiving Awards Ceremony; 21/3 3-6 District swimming	
5		24	25	26	27	28	29	1		
6		2	3	4	5	6	7	8	2/3 7-12 Division swimming; 5/3 3-6 Division swimming	
7		9	10	11	12	13	14	15	9/3 Labour Day, 11/3 International Day (TBC)	15/3 IBIS deadline for MAY session (EE, WA)
8		16	17	18	19	20	21	22	17/3 3-12 Region swimming; 20/3 House meeting for Athletics carnival (period 3)	
	Mar-20	23	24	25	26	27	28	29	24/3 7-12 RR; 26/3 5-6 RR; 27/3 House Athletics Carnival	
		30	31	1	2	3	4	5	30-3/04 Camp, 3/04 Last Day of Term 1	
		6	7	8	9	10	11	12	10/4 Good Friday	
		13	14	15	16	17	18	19	13/4 Easter Monday, 14/04 First Day of Term 2	
1	Apr-20	20	21	22	23	24	25	26	25/4 Anzac Day; House Music Day 23/4	20/4 IA/PG IBIS deadline (MAY session)
2		27	28	29	30	1	2	3		30/4 coursework IA deadline (MAY session)
3		4	5	6	7	8	9	10	6/05 Parent/Teacher Interviews; 7/05 11 Spaghetti Eis Incursion; 8/5 3-6 District CC	4th and 5th MAY exams
4	May-20	11	12	13	14	15	16	17		12th, 13th, 14th, 15th MAY exams
5		18	19	20	21	22	23	24	24/05 Eid al-fitr (Ramadan)	18th and 19th MAY exams
6		25	26	27	28	29	30	31	28/5 7-12 RR; 29/5 3-6 Division CC	
7		1	2	3	4	5	6	7	2/6 7-12 Division CC	NO YR 12 ACTIVITIES BEFORE CORE TASKS (3 weeks)
8	Jun-20	8	9	10	11	12	13	14	8/6 Queens Birthday; 12/6 5-6 RR; 11/6-19/6 7-11 SEM 1 EXAMS	Year 12 CORE week (TOK/EE)
9		15	16	17	18	19	20	21	17/6 3-12 Region CC; 18/06 Last Day of Term 2 and Semester 1 exams; 18/6 3-6 TKIS House Swimming Carnival	
10		22	23	24	25	26	27	28	22-25/06 Pupil Free Days, 25/6 Last day for teaching staff	
	Jul-20	29	30	1	2	3	4	5		
		6	7	8	9	10	11	12		
		13	14	15	16	17	18	19		15/7 IBIS screens open

Extra supports

TKIS staff aim to treat IBDP students as young adults rather than children. We strive to create in the IB Centre (IBC) a place of learning and security, where our young adults are supported, challenged, and nurtured on their path through their academic programme.

When the DP is not running smoothly, students are:

- encouraged to attend tutorials
- scheduled by their Homeroom Teacher and/or Wellbeing Leader into compulsory tutorials based on their academic performance in specific subjects
- where relevant or necessary, supported via Individual Education Plans that cater for special needs. These are always informed by IB policy and we seek IB approval for any measures or compensations that may impact on IB assessment procedures
- referred to the Wellbeing Centre for personal support in emotional or organisational matters
- referred by subject teachers to Friday after school sessions called 'Supervised Study'. While these sessions might be perceived in younger years as punitive 'detentions', they are now calm environments where students work to achieve targeted goals before the end of the week.

Staff aim to communicate with parents/guardians via Caremonkey and SEQTA to ensure academic or wellbeing issues are raised in a timely manner. Open and honest contact is valued in the school/family partnership.

Parents/guardians are encouraged to email teachers to clarify or raise issues and to seek information relevant to the student's progress.

Key staff

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